

# CELTA

## Certificate in English Language Teaching to Adults

Centre Number: AU042



**CELTA** provides a qualification for teachers without previous training, little or no experience as a language teacher, or without a NEAS (National ELICOS Accreditation Scheme) recognised English language teaching qualification. The CELTA is recognised throughout the world and is a pre-requisite to teach in many institutions overseas and in Australia.

### COURSE OUTCOMES

Successful candidates will:

- gain specialist knowledge in the field of English Language Teaching with methodology based on Best Practice in English language teaching institutions worldwide
- gain the recognition needed to work in accredited language centres both overseas and in Australia
- be provided with a sound practical basis for teaching General English to adults
- receive a report from Phoenix upon course completion. Successful candidates receive their internationally recognised Cambridge certificate
- successful graduates from Phoenix CELTA courses are automatically eligible for overseas teaching positions

### SELECTION PROCEDURE

Candidates must:

- have reached a standard of education equivalent to university entrance level
- be 20 years of age or be currently enrolled in an undergraduate degree programme
- be competent in written and spoken English in order to follow the course successfully
- complete a written application and pre-interview task
- attend an interview.

Note: Acceptance is not automatic. In the case of an unsuccessful application, Phoenix cannot enter into correspondence or discussion concerning the reasons for a place on the course not having been offered. This rigorous selection process is undertaken in the interest of candidates and to ensure a high level of success on the course. Successful applicants will be given a comprehensive pre-course learning task to be completed prior to the course commencement.

### EMPLOYMENT REQUIREMENTS

In Australia:

- Degree + CELTA

Overseas:

- In many countries a degree + CELTA is often the minimum requirement for a legal work permit.
- However, many language schools will accept a CELTA alone and will help to acquire a 'legal' permit, or ignore the requirement.

### PARTICIPANTS

Up to 12 trainee teachers and a minimum of two tutors.

### A TYPICAL DAY in a full time course

9.00 - 11.00	Input: Methodology
11.20 - 12.20	Input: Language Awareness
13.00 - 14.45	Lesson Preparation
14.00 - 17.00	Teaching Practice + Feedback

N.B.: Any absences must be documented. Candidates are expected to attend the whole course.

### LESSON LENGTH

Varies - starts at 40 mins and builds up to 60 mins.

### SUMMARY ...

- Cambridge University Accredited TESOL Course.
- University of Cambridge ESOL Examinations Centre Number AU042
- An internationally recognised and prestigious qualification, essential for teaching in Europe

#### Course length:

- 4 weeks full-time (Mon - Fri 8.30am - 5pm)
- 10 weeks part-time (Tues/Thurs 4-7.30pm & Sat 8.30am - 2.30pm)

#### 2018 Course start date:

- Jan 29 - Feb 23, 2018 (F/T- 4 weeks)
- Jan 30 - Apr 7, 2018 (P/T- 10 weeks)
- Apr 24 - Jun 30, 2018 (P/T- 10 weeks)
- Apr 30 - May 25, 2018 (F/T- 4 weeks)
- Jul 9 - Aug 3, 2018 (F/T- 4 weeks)
- Aug 21 - Oct 27, 2018 (P/T- 10 weeks)
- Oct 1 - Oct 26, 2018 (F/T- 4 weeks)
- Nov 5 - Dec 1, 2018 (F/T- 4 weeks)
- Dec 27 - Jan 22, 2019 (F/T- 4 weeks)

#### Cost: \$3300

(early bird discount fee: \$3100 if payment received in full three weeks before course commencement)

Hours: 40 hours/week (full-time) or 13 hours/week (part-time)

Entry Requirements: 20 years of age and native like fluency in English



UNIVERSITY of CAMBRIDGE  
ESOL Examinations

Authorised Centre for Teaching Awards

## TEACHING PRACTICE (TP)

Two groups (A & B) of maximum six trainees (1 tutor per group); trainees teach two groups of students (Upper & Lower levels). Group A teaches the lower class for two weeks, Group B teaches the upper class for two weeks. A & B swap classes after two weeks. You work with two tutors.

## TP: TUTOR SUPPORT

TP Guidelines (based on popular course books) are given, as well as tutor support. The course encourages and requires increasing trainee autonomy.

## FEEDBACK

Given verbally and in writing from tutor, & verbally from colleagues.

## TP STUDENTS

They are usually a variety of nationalities and are drawn from local migrant communities, student body and other interested people.

## LESSON PLANS

They are required for lessons from Day Two onwards. They constitute a large part of your homework. Plenty of guidance is given re format and content. It is a requirement that they be very detailed, especially from the end of Week Three onwards. They may be handwritten.

## SELF-EVALUATIONS

They are written after each lesson you teach and are collected daily before feedback for tutors' comments. Therefore, they must be clearly and legibly written. They are an opportunity for Trainees to reflect on their progress.

## ASSIGNMENTS

There are four assignments totaling a maximum of 750 - 1000 words to be completed over the four week course. They may be handwritten, provided the writing is legible. They are closely related to course content and are opportunities for further development.

## SYLLABUS OVERVIEW

1. Learners and Teachers and the Teaching and Learning Context
  - 1.1 Cultural, linguistic and educational backgrounds
  - 1.2 Motivations for learning English as an adult
  - 1.3 Learning and teaching styles
  - 1.4 Context for learning and teaching English
  - 1.5 Varieties of English
  - 1.6 Multilingualism and the role of first languages
2. Language Analysis and Awareness
  - 2.1 Basic concepts and terminology used in ELT for describing form and meaning in language and language use
  - 2.2 Grammar - Grammatical frameworks: rules and conventions relating to words, sentences, paragraphs and texts
  - 2.3 Lexis: What it means to 'know' a word: semantic relationships between words
  - 2.4 Phonology: the formation and description of English phonemes; features of connected speech
  - 2.5 The practical significance of similarities and differences between languages
  - 2.6 Reference materials for language awareness
  - 2.7 Key strategies and approaches for developing learners' language knowledge
3. Language Skills: Reading, Listening, Speaking and Writing
  - 3.1 Reading
    - 3.1.1 Basic concepts and terminology used for describing listening skills
    - 3.1.2 Purposes of reading
    - 3.1.3 Decoding meaning
    - 3.1.4 Potential barriers to reading
  - 3.2 Listening
    - 3.2.1 Basic concepts and terminology used for describing reading skills
    - 3.2.2 Purposes of listening
    - 3.2.3 Features of listening texts
    - 3.2.4 Potential barriers to listening

- 3.3 Speaking
  - 3.3.1 Basic concepts and terminology used for describing speaking skills
  - 3.3.2 Features of spoken English
  - 3.3.3 Paralinguistic features
  - 3.3.4 Phonemic systems
- 3.4 Writing
  - 3.4.1 Basic concepts and terminology used for describing writing skills
  - 3.4.2 Sub-skills and features of written texts
  - 3.4.3 Stages of teaching writing
  - 3.4.4 Beginner literacy
  - 3.4.5 English Spelling and punctuation

Key strategies and approaches for developing learners' receptive and productive skills
4. Planning and Resources
  - 4.1 Principles of planning for effective teaching adult learners of English
  - 4.2 Lesson planning for effective teaching of adult learners of English
  - 4.3 Evaluation of lesson planning
  - 4.4 The selection, adaptation and evaluation of materials and resources in planning (including computer and other technology based resources)
  - 4.5 Knowledge of commercially produced resources and non-published materials and classroom resources for teaching English to adults
5. Developing Teaching Skills and Professionalism
  - 5.1 The effective organisation of the classroom
  - 5.2 Classroom presence and control
  - 5.3 Teacher and learner language
  - 5.4 The use of teaching materials and resources
  - 5.5 Practical skills for teaching at a range of levels
  - 5.6 The monitoring and evaluation of adult learners
  - 5.7 Evaluation of the teaching/learning process
  - 5.8 Professional development: responsibilities
  - 5.9 Professional development: support systems

Name: (as you would like it to appear on a certificate)

 F  M 

Date of Application:

 /  / 

Preferred Start Date:

 /  / 

 Part-Time  Full-Time 

 attach  
 photo  
 here

### PERSONAL DETAILS

 Place of Birth: 

 Date of Birth:  /  / 

 First Language: 

Address:


 Post Code

 Telephone:  Mobile No 

 Facsimile: 

 Email: 

### EDUCATION (please attach copies of qualifications)

Secondary School:

Tertiary:

 What languages other than English do you speak/read/write?  
 Please indicate your proficiency.

### EMPLOYMENT (or attach CV)




### REASON FOR APPLICATION

(reasons for selecting a Phoenix TESOL Teacher Training course, expectations and long term goals).





### APPLICATION CHECKLIST

- Application form completed
- Application task completed
- Copies of qualifications attached
- \$200 deposit included
- Read & understood the Conditions of the Cancellations & Refund Policy in this document
- Signed the declaration

### DECLARATION

 I,  declare that the information supplied in this application and supporting documentation is true and complete.

I understand that Phoenix Academy reserves the right to vary or reverse any decision regarding admission or enrolment made on the basis of incorrect or incomplete information. I agree that I have read and agree to be bound by the Conditions of Enrolment, including the Cancellation and Refund Policy of Phoenix Academy.

 Signature: 

 Date:  /  /

# Application Task

This task is to:

- Introduce you to some of the areas that you can expect to cover on the course;
- Help you begin to identify and clarify your ideas and expectations concerning the teaching and learning of a foreign language, particularly from the learners' viewpoint.

## 1. Pronunciation

a) Put these words into four rhyming columns: rough so row trough sew enough stuff now throw allow bow

tough	although	cough	bough

Source: Underhill, A., (1994) Sound Foundations, Heinemann

b) Why might non-native language learners find these words difficult to pronounce? How can the teacher help?

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c) On the words below mark the stress (the strongest syllable) by placing a small square above the vowel in the stressed syllable.

Eg.  market

father appropriate advertise advertisement politician political export (noun) export (verb)

## 2. Language Learning

Consider your own language learning experiences. Rank the following factors in order of importance 1-7.

- Listening to lots of examples of the language.
- Learning grammar rules.
- Learning vocabulary.
- Being corrected every time you make a mistake.
- Living in the target language country and speaking the language.
- Being allowed to work out grammar rules for yourself.
- Learning transactional/functional language e.g. how to buy fruit.

**3. Language Learning**

*Outline your reasons for the order of the importance of some factors in language learning above. (Approx half a page.)*

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**4. Identifying Learner Errors**

*Look at the following language examples and*

- a) *Identify the error*
- b) *correct it*
- c) *explain why the learner made the mistake*

Eg. She wented to the doctor. Should be She went to the doctor.

The student has tried to make an irregular past tense form regular by adding 'ed'. She has over generalised the rule 'add ed for the past tense'.

Source: Bolitho, R&B. Tomlinson. Discover English. Heinemann (1995)

1. Do you can swim?

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2. I'll telephone you after I will arrive.

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3. I'd like some fish & cheaps, please.

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4. I want coffee now! Please.

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5. Pop into my residence for a chat if you get the opportunity.

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### 5. Language Awareness

Are the following the same in meaning or different? If different, explain the difference.

Eg. Jane is a) in the hospital

b) at the hospital

The meaning is different. a) Jane is a patient b) Jane is a visitor

1. I

a) live in Claremont

b) am living in Claremont

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2. Peter

a) has been to Sydney

b) has gone to Sydney

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3. He is

a) just sitting by her grave

b) sitting just by her grave

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4. Now he lives

a) in a town house in my street

b) in the town house in my street

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### 6. Language Forms

Identify the part of speech of the words underlined. Eg. words (pl. noun)

It is common **for** learners of a language to think that **their** own language is **logical** and regular whereas **the** one they are learning is stupidly irregular. This is usually because **they** very seldom **examine** their own language whereas they are **frequently** called upon to examine the language they **are learning**. They also find their own **language** easy to use **and** assume that this is because it is logical and regular. Source: Bolitho, R&B. Tomlinson. Discover English. Heinemann (1995)

Write your answers below:

for \_\_\_\_\_ their \_\_\_\_\_ logical \_\_\_\_\_ the \_\_\_\_\_

they \_\_\_\_\_ examine \_\_\_\_\_ frequently \_\_\_\_\_

are learning \_\_\_\_\_ language \_\_\_\_\_ and \_\_\_\_\_

### 7. The Characteristics of a Good Teacher

In about half a page outline what you think are the important characteristics of a good teacher and relate this to your own learning experiences where possible. Please hand write.

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